

SALUDA MIDDLE SCHOOL

140 Ivory Key Rd
Saluda, SC 29138

GRADES 6-8 Middle School

ENROLLMENT 533 Students

PRINCIPAL Shawn Love 864-445-6737

SUPERINTENDENT Dr. Pete Stone 864-445-8441

BOARD CHAIR Allen Harmon 864-445-7249

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	25	19	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Below Average	Good	No

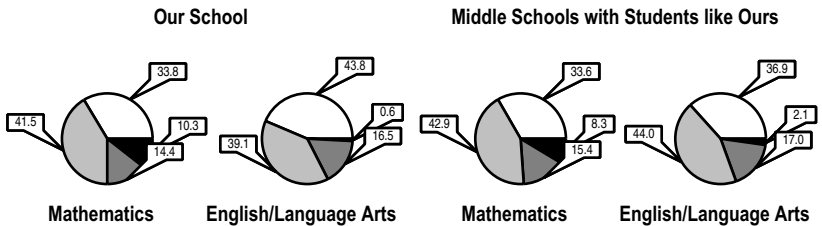
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	525	100.0	43.6	39.3	16.6	0.6	24.9	Yes	Yes
Gender									
Male	262	100.0	47.5	38.8	13.3	0.4	22.4		
Female	263	100.0	39.7	39.7	19.8	0.8	27.4		
Racial/Ethnic Group									
White	254	100.0	28.6	42.7	27.4	1.2	39.5	Yes	Yes
African-American	221	100.0	56.5	37.4	6.1	0.0	11.2	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	49	100.0	65.9	27.3	6.8	0.0	6.8	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	454	100.0	38.3	41.9	19.1	0.7	28.5		
Disabled	71	100.0	77.9	22.1	0.0	0.0	1.5	No	Yes
Migrant Status									
Migrant	21	100.0	82.4	17.6	0.0	0.0	0.0		
Non-migrant	504	100.0	42.2	40.0	17.1	0.6	25.7		
English Proficiency									
Limited English Proficient	32	100.0	85.7	14.3	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	493	100.0	41.1	40.7	17.5	0.6	26.3		
Socio-Economic Status									
Subsidized meals	338	100.0	54.0	37.0	9.0	0.0	14.2	No	Yes
Full-pay meals	187	100.0	25.1	43.2	30.1	1.6	43.7		

Mathematics - State Performance Objective = 15.5%									
All Students	525	100.0	33.9	41.4	14.4	10.3	36.9	Yes	Yes
Gender									
Male	262	100.0	34.9	40.8	13.3	11.0	38.8		
Female	263	100.0	32.9	42.1	15.5	9.5	34.9		
Racial/Ethnic Group									
White	254	100.0	20.6	42.3	19.8	17.3	52.4	Yes	Yes
African American	221	100.0	45.3	42.1	9.3	3.3	21.5	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	49	100.0	54.5	34.1	9.1	2.3	22.7	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	454	100.0	26.9	44.6	16.6	11.8	42.4		
Disabled	71	100.0	79.4	20.6	0.0	0.0	1.5	No	Yes
Migrant Status									
Migrant	21	100.0	52.9	35.3	11.8	0.0	23.5		
Non-migrant	504	100.0	33.3	41.6	14.5	10.6	37.3		
English Proficiency									
Limited English Proficient	32	100.0	71.4	25.0	3.6	0.0	10.7	I/S	I/S
Non-Limited English Proficient	493	100.0	31.7	42.4	15.0	10.9	38.4		
Socio-Economic Status									
Subsidized meals	338	100.0	44.4	41.4	9.6	4.6	24.4	Yes	Yes
Full-pay meals	187	100.0	15.3	41.5	23.0	20.2	59.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	175	100.0	51.5	37.6	10.3	0.6	10.9
	Grade 7	162	100.0	42.0	43.4	12.6	2.1	14.7
	Grade 8	152	100.0	35.0	42.7	20.3	2.1	22.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	192	100.0	51.6	30.5	16.8	1.1	17.9
	Grade 7	173	100.0	40.6	44.7	14.1	0.6	14.7
	Grade 8	160	100.0	38.4	42.8	18.9	N/A	18.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	175	100.0	37.0	33.9	18.8	10.3	29.1
	Grade 7	162	99.4	36.6	43.0	13.4	7.0	20.4
	Grade 8	152	100.0	31.5	45.5	16.8	6.3	23.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	192	100.0	33.7	37.9	15.8	12.6	28.4
	Grade 7	173	100.0	33.5	39.4	13.5	13.5	27.1
	Grade 8	160	100.0	36.5	46.5	13.2	3.8	17.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 533)				
Students enrolled in high school credit courses (grades 7 & 8)	2.9%	Down from 13.2%	13.4%	14.6%
Retention rate	3.3%	Up from 0.4%	3.9%	3.0%
Attendance rate	96.5%	Up from 96.2%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.6%		6.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%		5.8%	5.3%
Eligible for gifted and talented	12.2%	Up from 10.7%	13.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Down from 15.6%	14.7%	13.9%
Older than usual for grade	3.2%	Up from 2.4%	5.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 1.2%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	52.9%	Up from 50.0%	48.2%	48.7%
Continuing contract teachers	70.6%	Down from 72.2%	81.0%	81.7%
Highly qualified teachers**	90.0%	N/A	91.8%	90.4%
Teachers with emergency or provisional certificates	25.0%		5.3%	5.3%
Teachers returning from previous year	71.9%	Down from 76.9%	83.3%	85.1%
Teacher attendance rate	96.3%	Up from 95.7%	94.9%	94.8%
Average teacher salary	\$36,849	Up 2.8%	\$39,113	\$40,566
Prof. development days/teacher	13.6 days	Down from 17.0 days	10.5 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.3
Student-teacher ratio in core subjects	22.7 to 1	N/R	20.9 to 1	21.3 to 1
Prime instructional time	90.4%	Up from 89.7%	89.0%	89.3%
Dollars spent per pupil*	\$5,549	Down 17.1%	\$5,562	\$5,821
Percent of expenditures for teacher salaries*	65.2%	Up from 60.6%	62.0%	61.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	84.4%	Down from 90.2%	96.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year at Saluda Middle School marked the first year of our literacy initiative and the addition of a Literacy Coach. Language Arts and Special Education teachers are currently engaged in on-going, district-wide professional development regarding literacy and reading strategies. We scheduled professional development and literature circles for teachers geared towards research-based reading strategies that have been proven to help adolescents. Guided Reading instruction was implemented based on the reader's text level to address strengths and weaknesses in literacy. Monies were spent to enrich our literature resources in our Media Center. Academy Time was established as an extra class period where students were scheduled for intense Reading and/or Math instruction at the students' levels.

Many of our teachers met the criteria for Proviso 1.4 in technology proficiency and 6 teachers have earned a Gifted and Talented endorsement. MAPS training was provided for all Science, Social Studies, and Math teachers to increase instruction in graphing and data analysis. A Computer Literacy course and a second Algebra course were added for students in all grade levels.

This year we were reduced to one Guidance Counselor to assist students and parents, but we utilized a grant to house a school-based Mental Health Counselor in order to focus on prevention programs for individual and small group counseling.

The PTA was instrumental in assisting the school with various functions related to helping our students. Throughout the year the PTA held several business meetings in conjunction with other school functions such as dances and book fairs. In addition, they utilized funds to purchase sporting goods, beautify the campus and completed a successful fundraiser. Over 150 parents attended an extremely successful parent night.

Before and after school, SMS held the following extracurricular activities: student-published newspaper, chess club, Project MIND (Math Is Not Difficult), Health Club, Spelling Bee, BETA club, Geography Bee, drama club, athletics, and Fellowship of Christian Athletes. Ten students participated in the Young Writer's Conference; four students were identified as South Carolina Junior Scholars; a BETA club member was named as State Secretary; and 20 students were identified as academically qualified to participate in the Duke University Talent Identification Program.

HOSTS (Helping One Student To Succeed) was implemented for the second year at SMS and involved having mentors from the community volunteer with seventh-grade math students who would benefit from the one-on-one interaction for academic support. More than 35 mentors participated in the mentoring program and we plan on continuing and expanding the program next year. All students were given the opportunity to participate in job shadowing and career awareness programs. Again, almost 400 students benefited from venturing out into the community to get a firsthand look at the job market.

Adriane Able, School Improvement Council Chair
O. Jay Freeman, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	132	42
Percent satisfied with learning environment	73.5%	63.1%	50.0%
Percent satisfied with social and physical environment	84.8%	61.5%	38.5%
Percent satisfied with home-school relations	33.3%	76.3%	33.3%

*Only students at the highest middle school grade level at this school and their parents were included.